

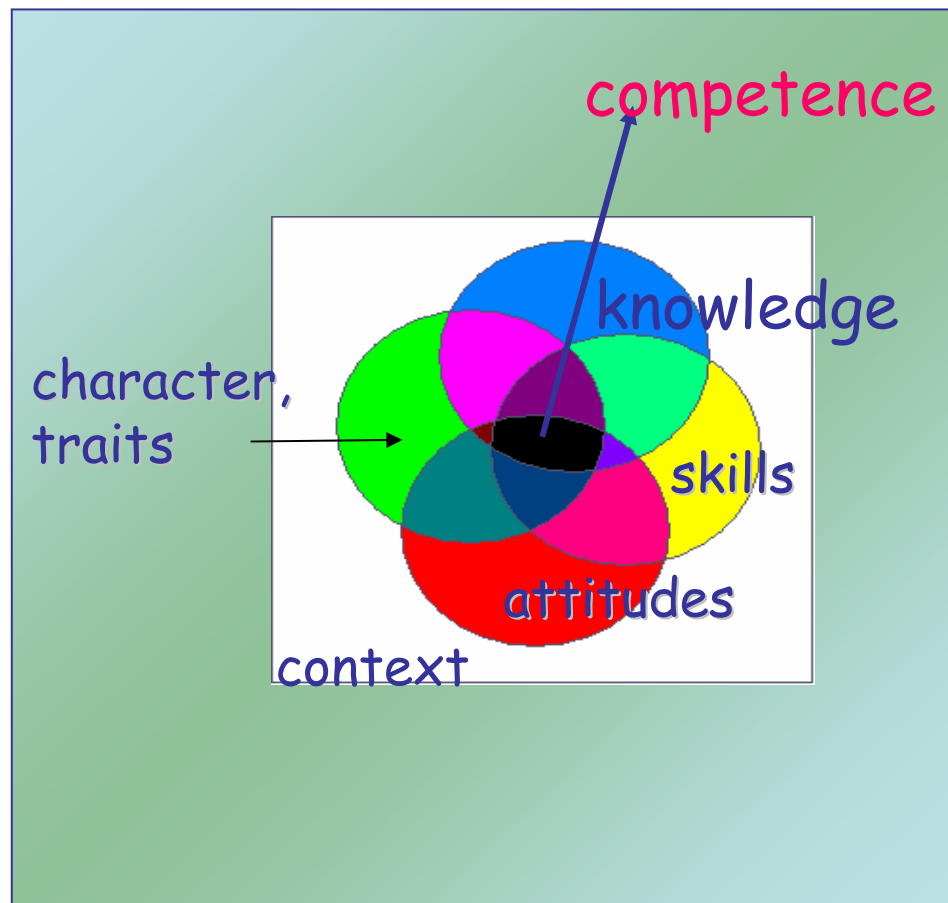
# The assessment of competencies

Frans Kleintjes, Cito



now you know

# A competence is more than the sum of its components



# Most important characteristics of competence

- Competence is not the same as skill
- Competence is not a universal capacity
- Competence has to do with the integration of skills
- Competence is a stage on the road from novice to expert
- Competence is a problem solving skill

# Definitions

## **Competency (Am.):**

**= soft skill, personal characteristics**

**> assessment centers**

## **Competence (Eng.):**

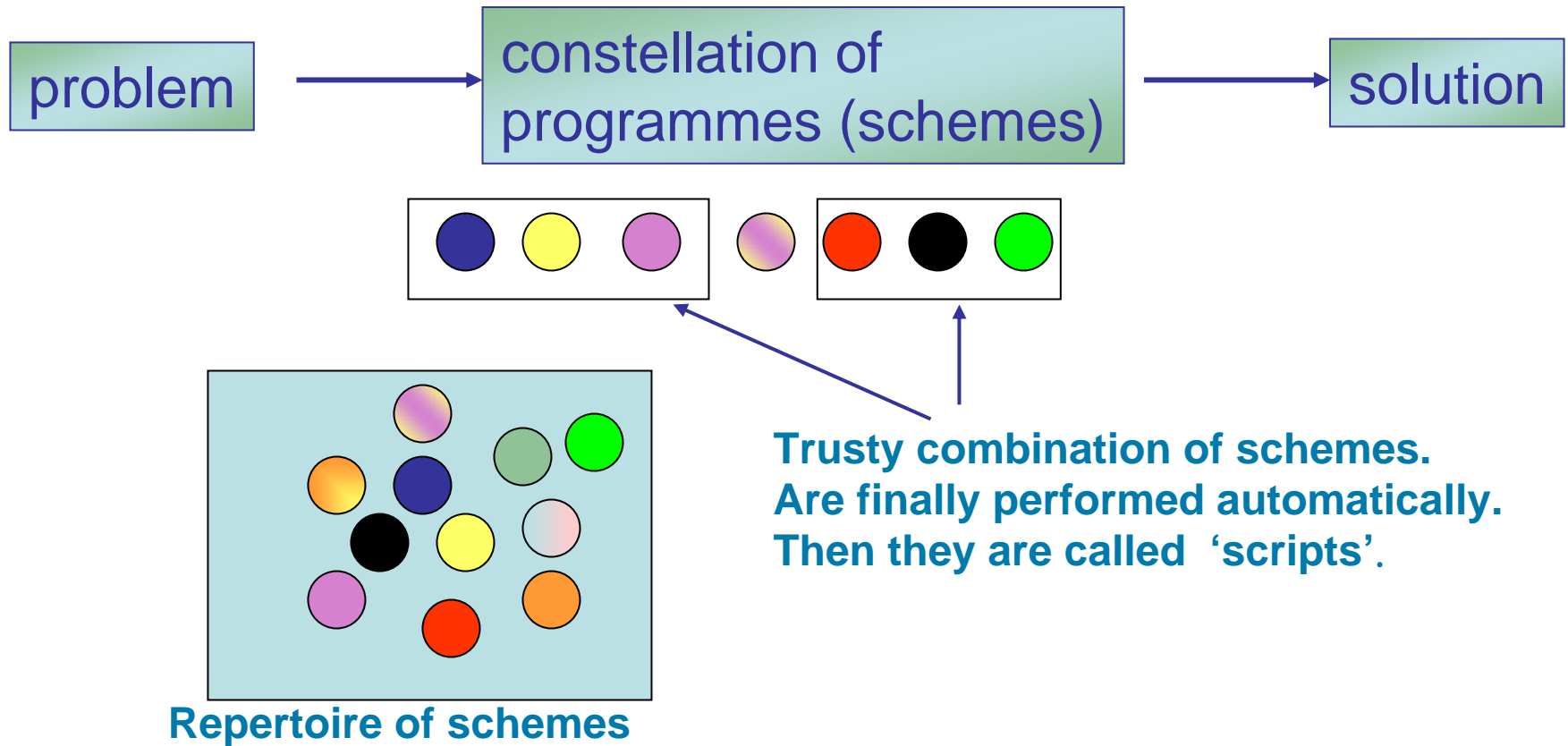
**= task related skill**

**> vocational education**



now you know

# Competence as problem solving skill



# Experts versus novices

novice

competent

expert

## Experts

- respond quicker and more accurate to patterns
- represent problems in a qualitative different way
- perceive more meaningful patterns
- anticipate on development of events
- start slower but attain richer and quicker results
- can perform multiple and parallel tasks
- are more flexible to the demands of a task and thus more adaptive

*(Berliner, 2001)*

# Competence: a description

## Competence is:

- the capacity to use knowledge, skills, attitudes and personal characteristics in an integrated way
- in a specific context
- so that a relevant task is being performed in a responsible and knowledgeable way
- according to a certified quality standard.



now you know

## Some characteristics:

- Context related
- Integration of learning objectives, qualifications
- Variety of test formats
- Reflection as essential part
- Formative use of tests must be possible

## Possible test formats:

- Knowledge and skill-based tests
- Authentic performances
- Simulations
- Performance-oriented (multi-medial) case (short, individual)
- Problem-oriented case (long, group work)

# Political developments

- Demand for effectiveness/yield
- Tendency towards 'hard' testing
- Reporting is part of strategy



now you know

# Competency as process

- Role:** A candidate in a professional role 'a' is able to
- Task:** perform a task 'y' (or series of tasks 'y')
- Situation:** in a professional situation 'z' (or series of situations 'z')
- Tools:** using tools 'h'
- Approach:** and following principles 'p' in such a knowledgeable way
- Result:** that result 'q' (or collection of results 'q') is reached.



# Instruments for assessing competence: some basic requirements

- Clearly stated objective and target group
- Tasks based on a clearly defined domain of competence
- Measurement situations relevant to the profession
- Use of one or multiple data sources
- Rules for data collection
- Rules for scoring
- Rules for using standards for overall judgments
- A decision, some consequence

# 1.2a Model, start: task domain

## Task domain

Instruction  
Classroom management  
Guiding self-regulated learning  
Supporting emotional well-being of students  
Cooperating with colleagues  
...

# 1.2b Task situation

Task domain

Task situation

Instruction  
Small groups  
... specific theme  
... language development  
... children at risk

# 1.2c What is being accomplished?

Task domain

Task situation

Do students show well-being?  
Do they participate actively?  
Do they use learned concepts  
on higher level?

1. Possible  
Consequences  
for students

# 1.2d Teacher acting

Task domain

Task situation

2. acting

1. Possible  
Consequences  
for students

Does teacher note obstacles in understanding?  
Does teacher use appealing examples?  
Does teacher give feedback to students' learning activities?

# 1.2e Decision making and considerations

Task domain

Task situation

2. acting

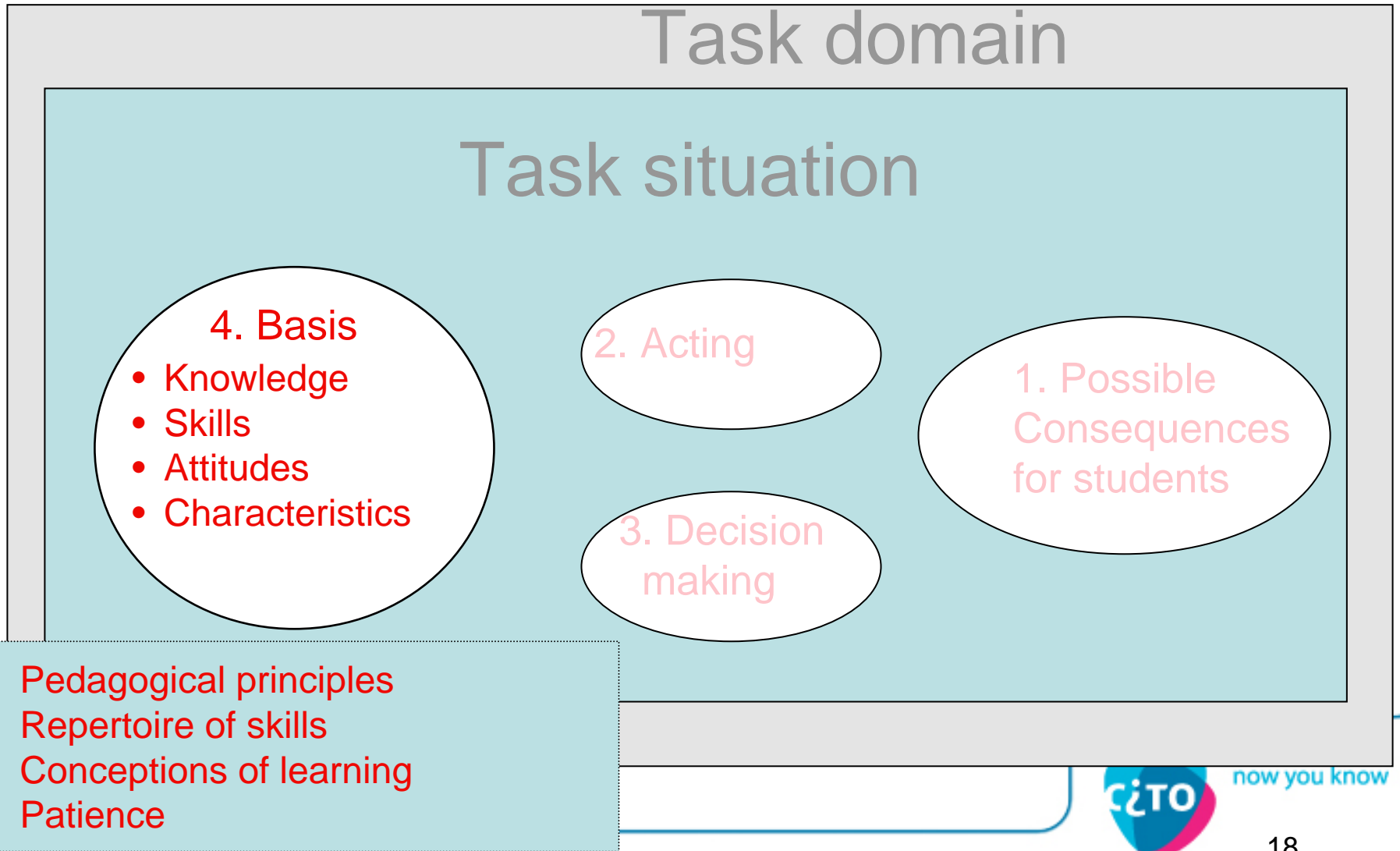
1. Possible  
Consequences  
for students

3. Decision  
making

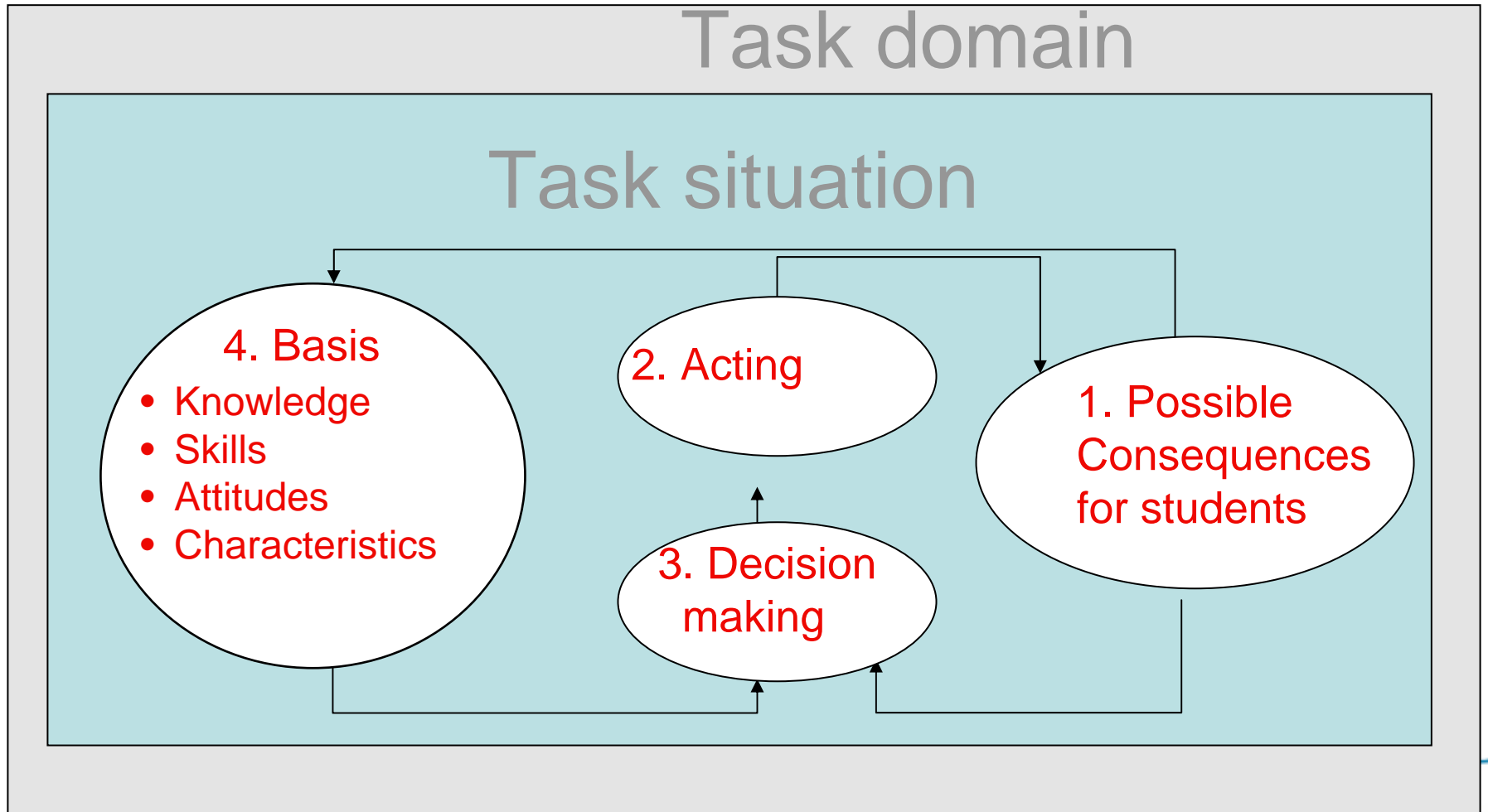
What is needed now: help them  
or have them discover  
themselves?

What is more important: good  
climate or speed in the lesson?

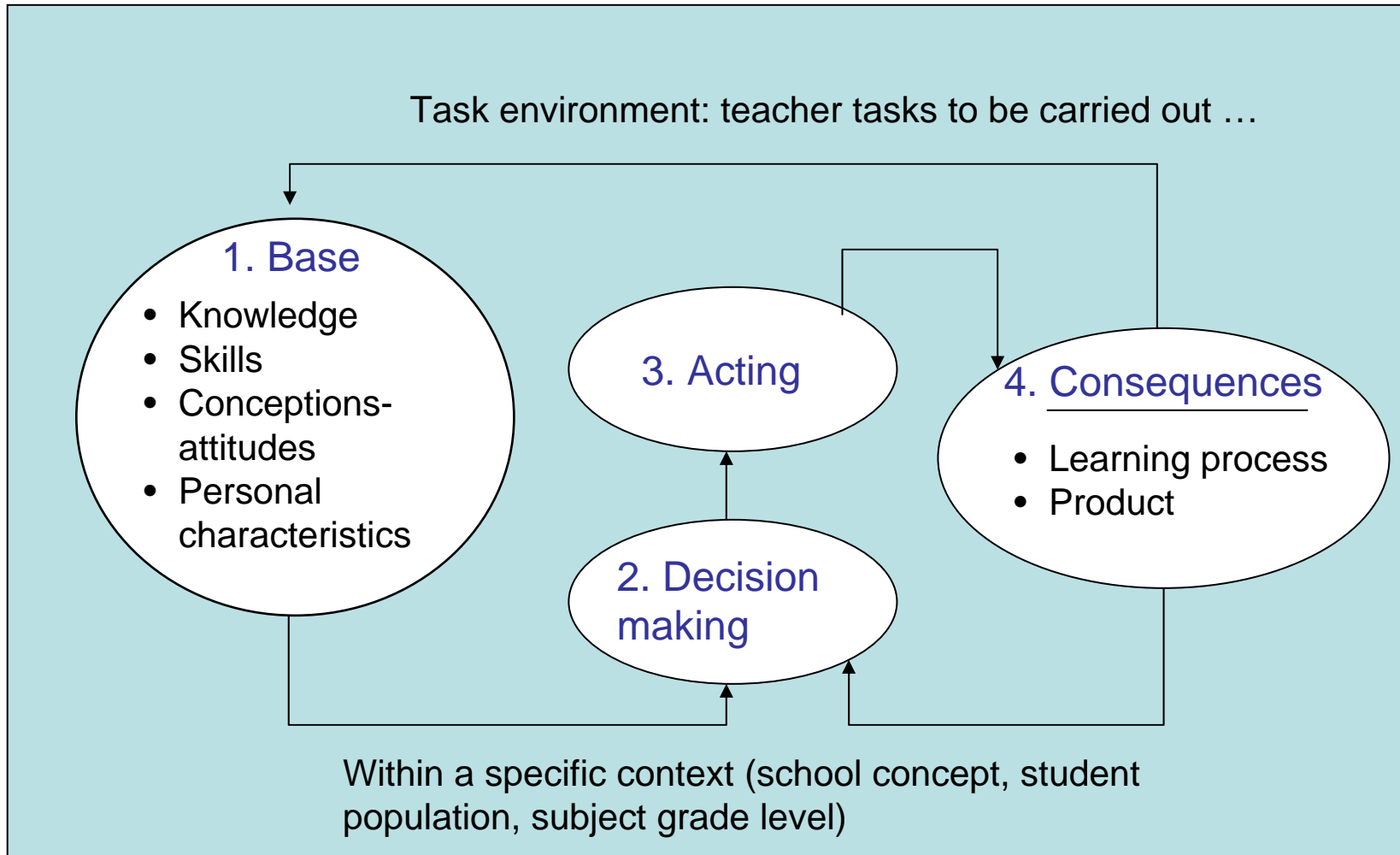
# 1.2f Professional basis



# 1.2g General model of competent teaching



# Interpretive framework for professional competence



## Traditional requirements

- Validity
- Reliability
- Transparency

## Extra requirements :

- Authenticity
- Actuality
- Relevance
- Quality / Quantity
- Variation

- How good is my competence test?
- Where does my Competence test fit into the total?

# Quality criteria for Competence Assessment programs (CAP)

- Authenticity
  - Work environment social context
- Cognitive complexity
  - Asking for explanation about choices
- Fairness
- Meaningfulness
- Directness
- Transparency
- Educational consequences
- Reproducibility of decisions
- Comparability
- Cost and efficiency

# Wheel of competence

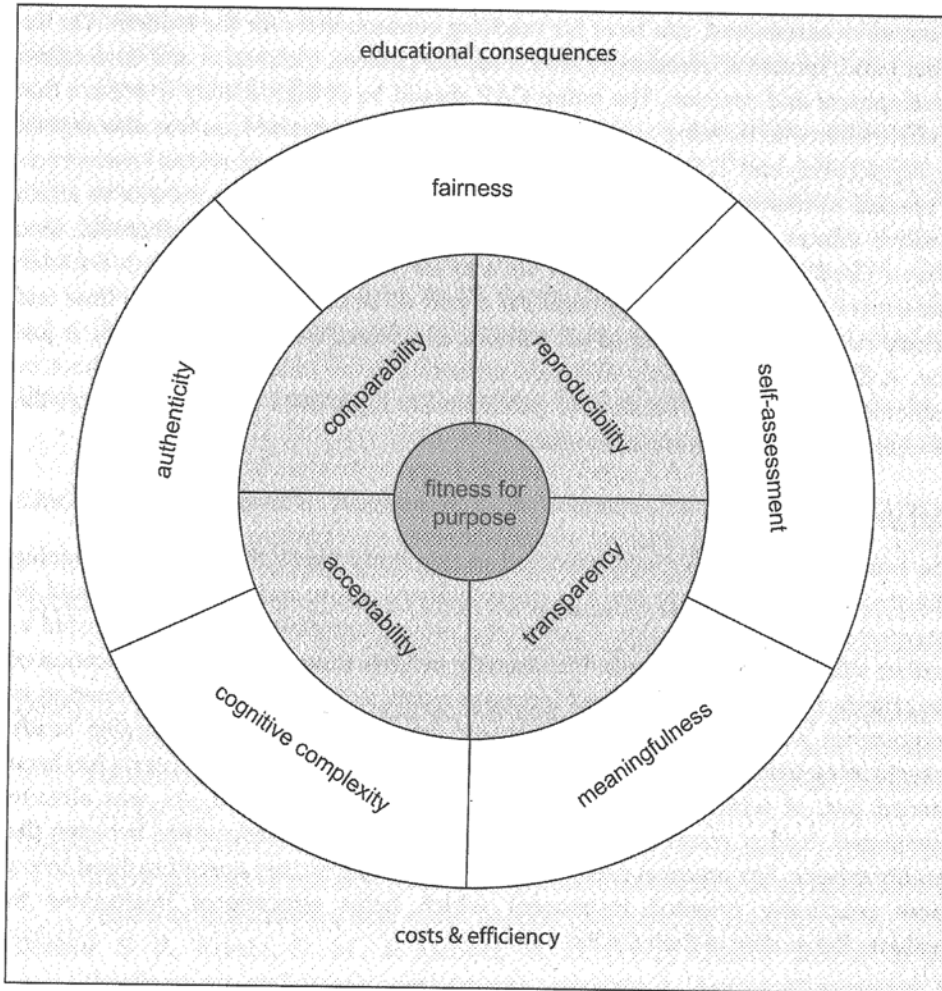


Figure 4.1. The wheel of competence assessment

# Evaluation of criteria

- Systematic evaluation of competence assessments used to arrive at an overview of strong and weak points
- Stocktaking of assessments
- Evaluation of indicators of the assessments
- Rating the assessments

## Sources:

Kwaliteitsmeting CAP (Baartman)  
Kwaliteit Competentie Assessment (Wools)  
Hoofdstuk 23 (van Berkel en Bax)

